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ABSTRACT

This document provides an overview of the mission and activities of the School-to-Work Alliance, Inc., a nonprofit organization that was founded to act as the connecting agency between Oregon's schools and business community by helping schools and businesses work together to integrate relevant work experiences into the academic process. The document begins with a brief discussion of the alliance's mission. Explained next is the industry committee formation process, during which a group of industry representatives forms a committee that in turn becomes the employer and develops training objectives and prerequisites for student employees. The alliance's communication, selection and application, employer contact and monitoring, and career center development processes are also outlined. Concluding the document is a list of responsibilities of School-to-Work Alliance program managers. Among the illustrations/forms included throughout the document are the following: chart detailing the alliance's strategies for stakeholders in school-to-work programs; flowchart illustrating the process of developing alternative learning opportunities and awarding credit for them; lists of credits awarded for selected programs; and sample structured work-based learning agreement for students, parents, and employers. Also included is a workshop presentation explaining the benefits of partnerships to business. (MN)

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BUSINESS/EDUCATION PARTNERSHIPS
BY

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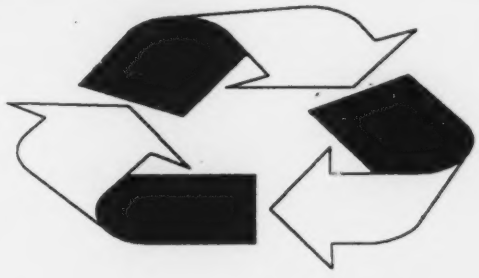
Section 1

School-To-Work Alliance Overview

School to work is an umbrella under which many activities exist in school districts throughout the United States. In Oregon school-to-work in its many forms is emphasized because of House Bill 2991- a revision of Oregon's Education Act for the 21st Century. Simply stated, school-to-work is an important component of education reform.

Why is education reform necessary? Our economy is changing at an alarming rate and jobs in the 21st century will drastically differ from those attainable today. For students to be competitive in the future, education must provide integrated curriculum matching skilled technological positions requirements. High school in the United States has primarily been preparing students for higher education with little emphasis on vocational exploration or workreadiness skills. Relevant education allows a student to connect his academic classwork with the world of work whether he/she is planning to pursue a college degree, vocational training, or go straight into the labor pool. The business community has expressed a major dissatisfaction with high school graduates level of preparation.

School-To-Work Alliance Inc. is a nonprofit organization with the purpose of being that connecting agency between schools and the business community by integrating relevant work experiences into the academic process. A "win-win" is the goal as students develop their skills, abilities, and knowledge of the workplace and employers develop a skilled and motivated workforce.



Section 2

Industry Committee Formation

The Executive Director of School-To-Work Alliance meets with a group of industry representatives to present the program and its benefit to employers and students. The committee in a Structured Workbased Training becomes the employer. They elect a chairman and a secretary and begin developing training objectives and prerequisites for student employees. Because students will be productive in businesses, it is a requirement that they be paid. The committee determines a base pay with individual employers making the decision about paying more.

Developing training objectives is taken very seriously; therefore, students are offered a truly relevant educational experience outside the school building. Curriculum offers skills in areas other than the specific place of business in most cases. Customer service skills, working in teams, being self-directed, gaining self esteem from working with adults, business attire, etc. are valuable in most professions.

Prerequisites for hiring may include:

- a minimum GPA
- a letter of interest
- prescribed course work
- teacher recommendations

The positions are advertised at school (see Communication process) and interviews are conducted in the place of business or through a job fair.

The industry committee must approve new employers as training agents before students can be placed in their business. Students hired are presented to the committee as their employer. They sign a structured workbased learning agreement signed by student, school representative, employer, and the parent. Monthly monitoring occurs to track a student's progress. These progress reports are reviewed by the industry committee.

- A list of current industry partners follows

Section 3

Communication Plan

Background information:

Oregon's Education Act for the 21st Century defined six endorsement areas for the Certificate of Advanced Mastery which may include:

- **Arts and Communication**
- **Business Management**
- **Natural Resources**
- **Health**
- **Human Resources**
- **Industry and Engineering**

As these areas are developed in secondary education, student placements in work environments will be less complicated because students will be actively engaged and pursuing school-to-work activities.

School-To-Work Alliance is blazing new trails and moving forward in Central Oregon secondary schools to provide these relevant career experiences now. A communication process for student selection by industry committees is being developed and evaluated for effectiveness. Goals for number of student applicants differ widely from industry to industry. A pool of applicants to tap is helpful as committees add training agents which mean new openings. Within each committee the scope for hiring determines the marketing strategy. For example, the Hospitality-Tourism-Recreation committee which includes resort owners from the Central Oregon region would like to hire 50 - 100 students for internships and employment! The Nursing Assistant Training committee has 16 positions.

- **Communication chart follows** ↳

Communication Plan

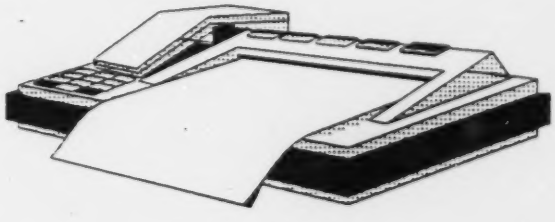
	School Staff	Media	Students	Parents/Community
Chairside Dental	Bulletin Board Announcement YTP	Press Release to all media	Daily Announcements Flyers in Halls Classroom Visits Notify specific students from previous contact	BBS Announcement School Newsletter Home School Newsletter: school/counselors
Certified Nursing Assistants	BBS Notice Staff Announcement at Meeting Site Councils Spoke to Kathy Olson's Health classes.	Press release sent on 2/20/96	Mtn View: guide groups	Coffee Shops Newsletters:school/counselors Home School COIC-Denny Fields
Recreation Tech	BBS Notice Staff Announcement at Meeting Site Councils			
Customer Service Rep	Contacted Business/marketing teachers Staff update memo		Daily announcements	School newsletters

Section 3 Cont'd

Communication Plan Factors and Procedure

Development Stage

- Industry committee develops training objectives, prerequisites for opportunity, and application process
- District Curriculum committee reviews objectives for changes necessary
- Second level of review committee (certified staff included) meets to determine credits available
- The Structured Workbased Learning opportunity outline with credits listed is given to the Program Manager in the secondary schools
- The Program Manager gives a protocol sheet to appropriate counselors and administrators
- The Program Manager determines the best audience for the opportunity based on prerequisites and age requirements
- See communication plan for details of methods used thus far
- Evaluation of effectiveness is determined by number of students participating in initial meeting and by a survey given students and parents as to how they heard of the opportunity
- To date teachers/Program Manager talking in classrooms seems to be the best communication method, i.e. the personal touch



Section 4

Process for Determining Credit(s) for Structured Workbased Learning Opportunities

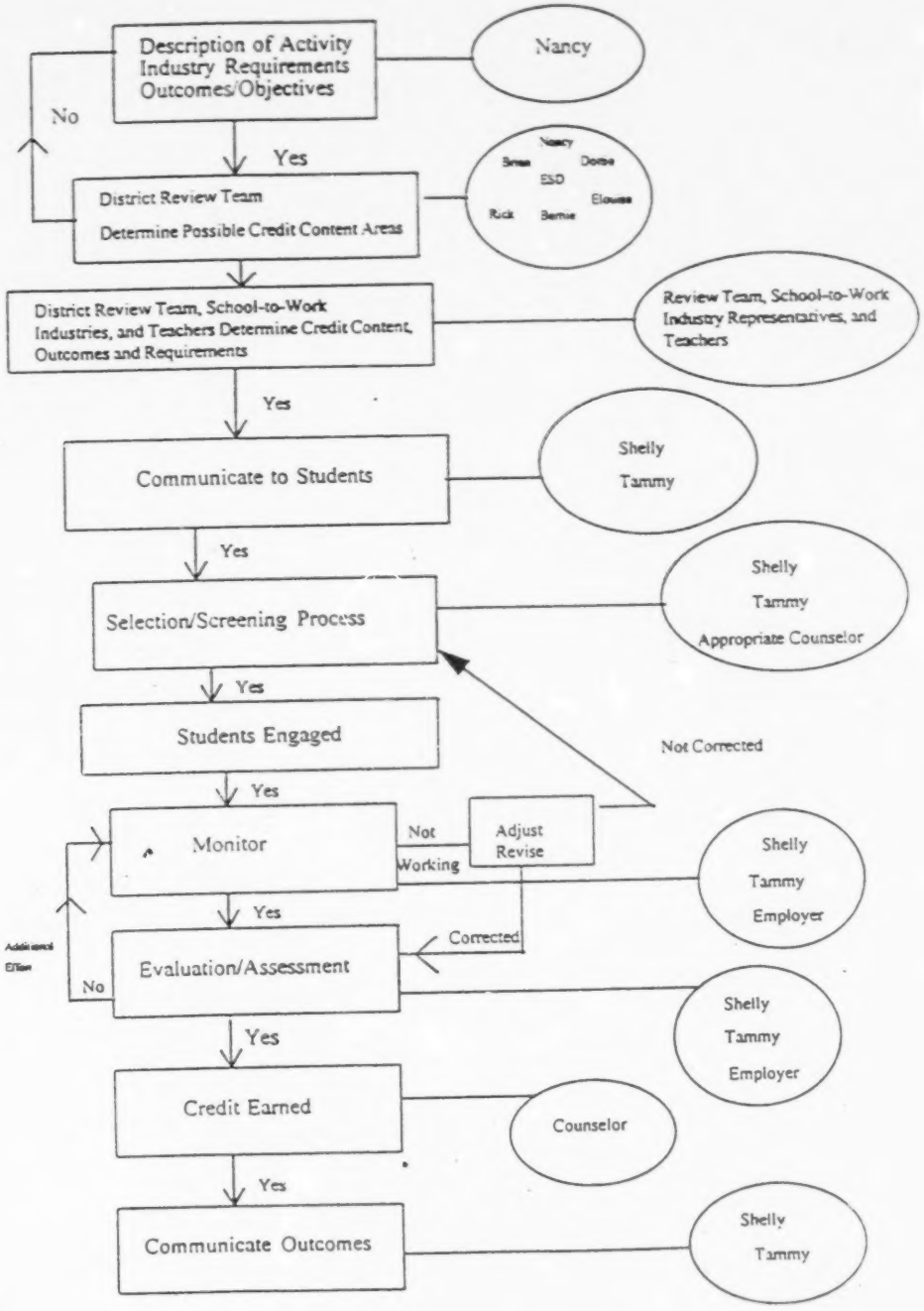
Off campus learning means students earn high school credit doing applied learning. The relevant training developed by the industry committees in conjunction with on-the-job experience allows educators to compare curriculum outcomes from high school classes with training objectives to assign credit. In the Bend-La Pine School District a Curriculum Review committee has been established to accomplish this task. Business representatives first meet with District administrators to review the training objectives and make suggestions for changes. Next, teachers meet with the committee to compare classroom outcomes with those developed by the committee. Language arts is the only curriculum that has specified outcomes at this time. School district teams are developing outcomes for each academic area, but the process is tedious. As those courses are defined by outcomes, the comparisons will be more clear with credits issued for required courses more readily. At this time, elective credit is prevalent and applicable. The goal remains to have students needing alternative methods of learning ("hands-on math" for example) another opportunity to learn them in a business setting. The process with business meeting teachers is exciting for both groups. A desire is definitely present in the business community to be proactive in the education institution, doors are not easily opened, however.

The certified staff will review the credits to be offered and have feedback on the decisions. The challenge for School-To-Work Alliance is to hold back on forming industry committees as those in place go through these necessary steps. There is no lack of industry interest in being a part of school-to-work.. There is great satisfaction in the education process!

- Example of credits offered for the Chairside Dental and Nursing Assistant Program

Flow Chart
Alternative Learning Opportunities
Credit Process

School-To-Work Process



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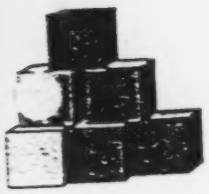

SCHOOL-TO-WORK ALLIANCE, inc.

Integrating Relevant Work Experience Into The Academic Process

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CREDITS FOR CHAIRSIDE DENTAL PROGRAM

1. CHAIRSIDE DENTAL TRAINING

   a. CREDITS = 2 ELECTIVE LAB SCIENCE CREDITS:

   1 CREDIT AT END OF FIRST YEAR
   1 CREDIT UPON COMPLETION OF CERTIFICATE

   2 HEALTH ELECTIVE CREDITS:

   1 CREDIT AT END OF FIRST YEAR
   1 CREDIT UPON COMPLETION OF CERTIFICATE

   .5 PERSONAL FINANCE II CREDIT

   .5 CREDIT AT END OF FIRST YEAR

   .5 BUSINESS OFFICE PROCEDURES

   .5 CREDIT UPON COMPLETION OF CERTIFICATE

   b. RATIONALE: 1000 WORK HOURS AT .5 LEARNING TIME = 500 HOURS
   270 HOURS OF RELATED TRAIINING = 270 HOURS

   TOTAL 750-800 HOURS

   c. 5 CREDITS TOTAL DISTRIBUTED AMONG:

   a. SCIENCE 2/5
   b. HEALTH 2/5
   c. BUSINESS AND PERSONAL FINANCE 1/5

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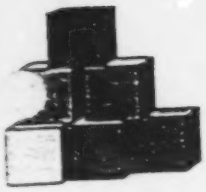

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CREDITS FOR NURSING ASSISTANT TRAINING

1. NURSING ASSISTANT TRAINING (NAT)

   a. CREDIT = 1 ELECTIVE LAB SCIENCE CREDIT

   b. RATIONALE:

      1. 150 HOURS OF TRAINING
      2. 75 HOURS OF SCIENCE CONTENT
      3. 75 HOURS OF PROTOCOL LAB WORK

2. CREDITS:

PERSONAL FINANCE 2	=	1/2 CREDIT
ELECTIVE SCIENCE LAB	=	1 CREDIT
LANGUAGE ARTS	=	1/2 CREDIT
SOCIAL SCIENCE		1/2 CREDIT
ELECTIVE HEALTH	=	1/2 CREDIT

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Section 5

Application and Selection Process

Industry committees determine a list of prerequisites for student applicants which are included on a check-off sheet with the application. Students are given an application packet with teacher recommendation forms. The selection process could include:

- a job fair with employers reviewing applications with students
    - students given list of businesses hiring
- students contact business to set up an individual interview
- employers interview all selected applicants at one location on a rotational basis
- employers select applicants and set up an appointment for an interview
- employer contacts student(s) hired and those not chosen

After being hired, a student is presented to the committee at the next scheduled meeting. At this meeting students have an opportunity to meet the group responsible for creating their training objectives and realize it is the committee who will monitor their monthly progress.

Section Six

Employer Contact and Student Monitoring

After industry committees are well organized, they begin meeting quarterly. At these meetings student progress sheets will be evaluated. The Program Manager makes monthly contacts with employers to assess student progress and to discuss successes and possible challenges a student may be facing. Possible information learned from this call include:

- a general "feeling" about the employer/employee relationship
- a need for related training offered through school or School-To-Work Alliance
- student progress in meeting training objectives
- satisfactory interaction with other employees
- ability to move forward in the job setting

Students are asked to meet with the Program Manager during tutorial period the first Monday or Tuesday of each month. The purpose of these meetings include:

- the opportunity for students to meet and learn about other students' experiences and learning in their career field
- time to share concerns, successes, or challenges on the job
- time to ask questions about credits, pay, hours worked, etc.
- time to learn skills in running an effective meeting
- time to allow the students to evaluate the program
- time to share new opportunities in school-to-work that they may communicate to friends

Region 10 Structured Work-Based Learning Agreement

School:_____ Grade:_____ C.A.M. Program Area:_____

Student/EmployeeName:_____

Student Address:_____ City, State, Zip:_____

Telephone:_____ Social Security Number: _____

Date of Birth:_____ Age: _____ GPA:_____

Employer: _____ Telephone: _____ FAX:_____

Employer Address: _____ City, State, Zip:_____

Immediate Supervisor: _____ Position:_____

Estimated Days per Week:_____ Estimated Hours per Week:_____

Student Job Title: _____ Starting Date: _____ Rate of Pay:_____

SWBL Credits Possible:_____ Specific Subject Credits:_____

The STUDENT-EMPLOYEE agrees to:

1. Keep regular attendance, both in school and on the job, maintain minimum 2.5 GPA (may vary depending on position or satisfactory progress on I.E.P.), notify the school and employer if unable to report to work. Student cannot work on any school day that he/she fails to attend school without the signed consent of school representative. Participating students who fail to regularly attend and make satisfactory progress in-school courses and required related training may be removed from the work-based learning experience.
2. Demonstrate honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress and willingness to learn.
3. Inform the Employer and School Representative about any difficulties arising at the training station.
4. Conform to the rules and regulations of the place of employment.
5. Furnish the School Representative with all necessary information, complete all necessary reports, and keep a daily record of time and training activities.
6. Comply with employers business policies and hiring procedures. (may involve drug testing)
7. Meet minimum qualifications of industry committee pre-requisites for hiring. (Attached)

I realize that failure to comply with all rules and regulations associated with the Structured Work-Based Learning Program may result in my removal from the program.

Student Employee's Signature: _____ Date: _____

The PARENT agrees to:

1. Give my consent for _____ to participate in the Structured Work-based Learning Program between September 1 to August 30, annually. I agree to cooperate by keeping him/her on schedule and to help develop enthusiasm and good work habits.
2. Encourage the student employee to effectively carry out duties and responsibilities.
3. Guarantee that the student is covered by adequate insurance related to travel to and from work station.
4. I, (Print Name) _____ hereby agree to release, hold harmless, indemnify and defend the School-to-Work Alliance, Inc., and its employees, officers, board of directors, agents and assigns (hereinafter SWA) from any and all liability for personal injury, death, property damage and loss of use of property including, but not limited to claims that may occur before, during, or after the attendance of my child or ward at SWA activities, whether due, in whole or in part, to the negligence of SWA or any other theory of liability against it, or any other cause. I understand that there are inherent and other risks involved in travel to and from, and attendance in SWA activities. I freely and voluntarily accept these risks for my child or ward and all other risks associated with travel to, and attendance at, SWA activities. I also understand and agree that SWA is not responsible for the time or manner in which my child or ward may arrive or leave SWA activities.

I HAVE READ AND UNDERSTAND THIS GENERAL CONSENT RELEASE AND INDEMNITY AGREEMENT AND ACCEPT ITS TERMS AND CONDITIONS.

Parent/Guardian Signature: _____ Date: _____

The EMPLOYER agrees to:

1. Adhere to all federal and state regulations regarding employment, insurance, safety, follow child labor laws, minimum wages, discrimination and other applicable regulations.

2. Agrees to employ the student, provide competent supervision at all times, assist the student in achieving necessary skills and knowledge.

3. Promptly notify the School Representative about students having any difficulties arising at the worksite station or absenteeism.

4. Provide continuing and final evaluations of the student employee and allow reasonable time for consultation with the school representative.

5. Employ student no more than 20 hours per week while school is in session and no more than 44 hours per week during summer vacation or school breaks. (Hours may vary if student is 18 years old)

6. Certifies that an adult employee is not being displaced by hiring a student in a structured work-based learning program.

7. Sign-off and review student's monthly progress reports.

8. Provide certificate and/or letter of recommendation upon successful completion of the program.

Employer's Signature: _____ Date:_____

The SCHOOL agrees to:

1. Provide a School Representative/Instructor to work with the student to facilitate the student's successful completion of the program and to ensure close coordination between academic instruction, work-based learning, and related training.

2. Assist employer in planning work processes and hours of training necessary for completion of previously agreed to work-based learning experience.

3. Will provide supportive curriculum or assist in fulfilling related training.

4. Assist employer in resolving any problems relating to the student employee's structured work-based learning program.

5. Grant academic credit toward a high school diploma upon satisfactory performance of work-based learning program.

6. If appropriate, monitor and record student's progress and report to industry committee.

School Representative Signature:_____Date:_____

STUDENT OBJECTIVES/OUTCOMES
STRUCTURED WORK-BASED LEARNING PROGRAM

STUDENT NAME:_____ SCHOOL:_____

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

6. _____

_____

_____

7. _____

_____

_____

Student Signature_____ Date_____

Parent Signature_____ Date_____

Employer Signature_____ Date_____

School Representative_____ Date_____

Section 7

Career Center Development

"Workreadiness"

Career center development is a part of the school-to-work plan. Counseling centers typically emphasize college information for students. The goal of School-To-Work Alliance is to have the Career Center be the connection for students exploring structured workbased learning experiences, apprenticeships, jobs, vocational opportunities, and two and four year college programs.

The Program Manager is on a committee that received grant money to develop these career centers as the central point for all school-to-work activities for special education students as well as the main stream population. A sophisticated database will be used soon to coordinate jobs with student skills and goals. Special education currently does the most where vocational training is concerned. Students have individual plans for their education and are placed in appropriate work experiences. All students would benefit from having a flexible career plan. This committee will write curriculum for a peer tutor program with students working in career centers to earn personal finance/careers credit.

Workreadiness skills are basic to school-to-work activities. Employers have identified many of these skills young people typically need to be successful in the workplace. Work ethic which used to be learned in the family business, or in the home, is one of many important concepts students need training in. The Business/Education council through the Chamber of Commerce is helping coordinate efforts with School-To-Work Alliance to teach workreadiness skills in different ways. Students will have the opportunity to observe employees in the work setting through Job Shadows. A mentorship committee is developing a program where students spend significant time with a business person in a selected career area. Business people will be encouraged to participate in classrooms to share their expertise with students.

In the fall of 1996 a plan is in the early stages to have teachers participate in a Job Shadow on an inservice day. Interaction with the business community will allow teachers to see current practices and skills their students will need to be competitive in the near future. Business people can learn from teachers the challenges they face on a daily basis with schools becoming more things to more students with limited resources.

Section 8

Summary

"The Challenge"

Implementing school-to-work activities with a program "outside the school" has many challenges which we are meeting with creativity. School-To-Work Alliance has a vision which connects disenfranchised students with relevant experiences outside the classroom walls. As students apply for and become part of the business community, the program will be evaluated. All students have access to these opportunities to be paid, to earn high school credit, and to find out if the career area is for them. As we work with certified staff to assess industry outcomes for credit assignment strict use of "seat time" is being challenged. Proficiencies gained in the workplace should replace the old idea that a certain number of hours is necessary to move forward. We believe that when a student can prove they have master one area, they should move on to the next area.

The Program Manager must:

- become increasingly effective communicating opportunities to staff, students, parents, and the community
- match students with opportunities
- facilitate learning of workreadiness skills for students to compete for positions
- make employer contacts and publicize their involvement in the program
- monitor student progress with training objectives
- assist with evaluations for students and employers
- continue to develop career centers and advertise their use
- make positive connections with school staff and business community
- develop a student handbook with School-To-Work opportunities summarized and workreadiness skills briefly defined
- attend industry committee meetings to be updated on progress, challenges, and possible problems

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CONNECTING EDUCATION
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Tech-Prep 3
Seattle Washington
April 23-24, 1996

CONNECTING EDUCATION TO BUSINESS

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OBJECTIVES

- Understand a School to Work model based on Youth Apprenticeship
- Be able to develop Industry Partnerships using the Association model:
  - ✓ Paid apprenticeship/SWBL
  - ✓ Related Training
  - ✓ Academic credit
  - ✓ Early Release

CONNECTING EDUCATION TO BUSINESS

Regional School to Work System

Central Oregon Regional Workforce Quality Committee

and

Deschutes E. S. D.

In partnership with:

CONNECTING EDUCATION TO BUSINESS

School-to-Work Alliance, Inc., Bend
School-to-Work Services, Redmond
Sisters School-to-Work Program
LaPine School and Career Partnerships
Crook County School-to-Work Program
Career Horizons, Jefferson County

CONNECTING EDUCATION TO BUSINESS

What's in it for business?

* Qualified entry employees
* Highly motivated
* Meeting industry standards
* Single point of contact
* Support and follow-up

Employer dissatisfaction!

45% dissatisfied with high school graduates

1995 Training, Education, and Work Force Needs Assessment conducted by COCC and RWQC

CONNECTING EDUCATION TO BUSINESS

What's in it for students?

* Opportunity to connect interests and abilities with jobs
* Educational relevance and credits
* $$$$$
* Connection to future career

High drop out rate-21%

✓Turned off to academic approach

✓High interest in work and hands-on learning

Only 30 % will finish 4 years of college!

The German secret weapon is the education of the high school graduate who doesn't go on to university ....

LESTER THUROW, MIT ECONOMIST

CONNECTING EDUCATION TO BUSINESS

What's in it for community?

- ★ Effective Economic Development and Business Expansion Strategy
- ★ Provides family wage jobs for local population
- ★ Attracts new businesses
- ★ Positive activities for youth

Teen age crime and substance abuse

"Work and community service are the most effective activities in curbing anti social behavior ..."

Dennis Maloney, Deschutes County Director of Corrections.

CONNECTING EDUCATION TO BUSINESS

What's in it for schools?

- ★ High student achievement
- ★ Reduced absenteeism
- ★ High outcome learning opportunities
- ★ Real world relevance for students
- ★ Access to state of the art equipment

21st Century Schools Program

The public School system shall . . . .

Provide students with the knowledge and skills that will provide the opportunities to succeed in the world of work, ...

ORS 329.025 Section 4 (9) [Oregon education Act for the twenty-first century]

21st Century Schools Program

Partnerships among business, labor and the educational community

- ➔On-the-job training
- ➔Apprenticeships
- ➔Work-related learning

ORS 329.035 Section 5 (5)(e)

SWA Mission

- ✓ Facilitates partnerships
- ✓Integrate relevant experience
- ✓Assure future career success

CONNECTING EDUCATION TO BUSINESS

Develop Industry Associations

- Go with the flow - pursue best chances for success
- Grass roots support
- Business' ownership and commitment
- High local interest

Find an Industry Champion

- Knowledge or connection to industry
- Time (retired)
- Out-going personality
- Commitment to School To Work
- Willing to "glad hand"
- Carry vision to industry
- Bring key players to table

Guiding Principles

✓Clear benefits to the employers and industry

✓Clear benefits to the students

Priorities

✓Paid apprenticeships and SWBL

✓Career exploration leading to high level opportunities

✓Support curriculum

Primary Approach

✓ Industry based programs

✓Owned by that industry

CONNECTING EDUCATION TO BUSINESS

Setting Industries Standards

- BOLI
- Established industry programs
- Develop local preferences
- Expand company training programs

CONNECTING EDUCATION TO BUSINESS

Establish Association Guidelines

- Minimum employment criteria
- Meeting operations
- By-laws
- Certification
- Record keeping

Industry committees

- ✓ Cabinet Making
- ✓ Computer Software
- ✓ Industrial Mechanic
- ✓ Publication Arts
- ✓ Insurance
- ✓ Dental (Chairside Assistant)
- ✓ Banking
- ✓ Auto Technician

Committees under Development:

- ☺ Retail
- ☺ Recreation Technology& Tourism
- ☺ Hospitality
- ☺ Natural Resources
- ☺ Medical Technician
- ☺ Wood Products

CONNECTING EDUCATION TO BUSINESS

School Responsibilities

- Award credit for work-based learning
- Recruiting students
  - teacher involvement and support
  - marketing plan
  - industry forums
  - counselor orientation
  - job fairs

CONNECTING EDUCATION TO BUSINESS

Student Application Package

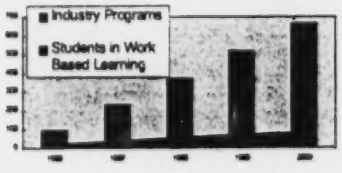
- Resume
- Letter of interest or intent (hand written)
- Transcript
- Letters of recommendation
- Job Shadow or Mentorship
- Work Readiness preparation

CONNECTING EDUCATION TO BUSINESS

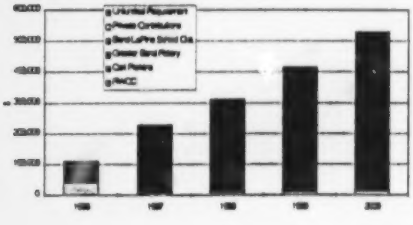
Establish Selection Criteria

- Employer recommendation
- Interview
- Parental support
- Teacher recommendations
- SWBL contract

Student/Industry Outcomes



Funding Requirements and Source



Why School-to-Work?

School-To-Work is an investment in the future social and economic vitality of Central Oregon

OBJECTIVES

- Understand a School to Work model based on Youth Apprenticeship
- Be able to develop Industry Partnerships using the Association model:
  - ✓ Paid apprenticeship/SWBL
  - ✓ Related Training
  - ✓ Academic credit
  - ✓ Early Release

QUESTIONS?

**CONNECTING EDUCATION
TO BUSINESS**